

Social Studies is an Evidence-Based Field

Introductions - 8:39

We are we expecting:

- To try to figure out what the state wants us to teach
- Trying to figure out how to integrate the Common Core literacy standards
- Feeling more comfortable instead of trying to catch up
- Trying to eliminate the “fuzziness” - what exactly are the new expectations and how are we supposed to teach.

First new assessment will be a Global examination.

[NYSC3](#) - Rick’s blog on C3. C3 is like the social studies Common Core. The website is a teachers source for the New York State initiatives. Rick is a member of the task force and has an inside track on what is happening at the state level.

The Future of Social Studies in New York State:

- Don’t Panic - important thing to know right now. The framework is not the new curriculum and there is more to come. These are the first steps. Don’t panic and rush into things.
- You’ll do yourself a disservice if we keep thinking in the way we’ve done things. We need to be prepared to open up and think differently.
- Common Core - not called this in social studies because of the negative stigma. We are also not doing “modules” and we are not going to rush this. They will tell us the skills we need, but will not tell us how to do this.
- The push will be for more literacy and skills based data.
- Rick feels that the content we need to teach will be reduced in order to do more skills.
- The state is looking at the possibility of pre-assessment type assessment - portfolios are a possibility. Also this could be done online.

What Just Happened?:

- The Current Way - [The New York State Standards](#)
- the Future Way - **Social Studies is an evidence-based field**. This is the new core philosophy for social studies. Kids need to be able to read sources, judge its validity, and use the sources to arrive at new ideas. Prove your point, and provide research.

New Resources For Us -

- C3 Framework - [National Council for Social Studies](#)
- [New York State Framework](#)

- [SUNY-Binghamton](#) - k-12 resource tool kit - collection of doable lessons in the future. This collection will grow in the future. We can submit plans to this and evaluate these as well. Created by NY teachers for NY teachers. Informally known as the “tool kit.”
- NYS Field Guide - this is coming this fall...maybe. Rick feels that if we use the Framework and Field Guides, they should work together.

How We Got Here:

- July 2010 - Board of Regents adopts Common Core for ELA and Literacy in Social Studies
- May 2011 - SS Content Advisory Panel Created
- September, 2012 - K-8 DRAFT Framework posted for review
- February, 2013 - 9-12 DRAFT Framework posted for review
- November, 2013 - NCSS releases C3 Standards
- January, 2014 - Content Advisory Panel reviews responses from the field (900 responders - 3000 comments)...adjustments made
- April, 2014 Board of Regents approves “The Framework”
- June, 2014 - SUNY-Binghamton launches “The Toolkit”
- Fall, 2014 - Field Guide expected soon

Part II: What Should We Be Doing Now?

- What not to do? - Do not panic. The first assessment will be the second year of Global and be in June of 2018.
- We do not need to make new curriculum - field guide not out yet
- Do not rush out to purchase things for new content. Focus on getting skill development and literacy strategies.

What Should We Be Doing Right Now?:

- Adapting - adapting classroom environment and focus
- Teachers and students need to be changing how we do things. More of a literacy push. Students in this year’s grade eight will not be tested in this new manner.
- The biggest challenge will be the transition from Regents to the new methods - “Social Studies is an evidence-based field.”

The Four Dimensions

- Questioning - Getting students asking questions.
- Search for Data - Students research the answers to the questions, develop ideas and use the correct tools.
- Check for Validity - Evaluating Evidence. Especially important using the social media world we are in. Kids need to understand that we need to look through others eyes to help to evaluate “truth.”
- Announce New Ideas based on data - Communicating conclusions AND taking action. The “taking action” part will become more important than it has been. This ties in with the idea that kids become an active citizen.

What Do We Need To Do Now:

- First “new” test is June, 2018 in Global II.
- We need to start teaching the new curriculum in September, 2017 in order to prepare for this.
- We’d need to start teaching the new Global I in September 2016.
- We’d need to do curriculum planning from January to August of 2016.
- The first group with the “new” tests are the current grade seven kids. Teach them the four dimensions - Questions, search for data, check for validity, announce new ideas based upon data.

We need to be adapting now because the assessments are going to change. And our current grade seven kids will be taking them in Global II.

Typical “New Day”

- Give kids a reading passage
- Ask scaffolded questions about the text that are evidence-based and kids must prove/quote where they got answer. Done in pairs on a typical day.
- Have students share out using ELA protocols
- Break students out to regular seats to them them closure or final activity of the day which is an opinionated question with required 2-3 points of justification

C3 - The Common Core Document for Social Studies

- C3 has the potential to help restore Social Studies as a core area again.
- Usually, subject reform comes through changes to curriculum. The grade level curriculum has NOT changed much at all.
- The C3 changes come from changes to instruction
- College, Career and Civic Life (C3)
- C3 instruction philosophy all begins with the Inquiry Arc

Inquiry Arc - Similar to the Four Dimensions.

- Build lessons on kids’ curiosities. Identify questions, seek answers, use tools to find answers, check validity, compare perspectives, and communicate a response and create a product.

Inquiry Arc

- Dimension One - Developing Questions and inquiries
 - Tie a lesson (unit, concept, et cetera) together with compelling and supporting questions
 - Teacher and student generated questions. It is the kids’ active thinking about the questions that is part of the new philosophy.
 - This is the central element of the teaching and learning process.
- Dimension Two - Applying disciplinary (social studies) concepts and tools

- Teachers and students determine the kind of content - and the kinds of SS tools - they will need to answer their questions.
- This is the dynamic work phase (what we think of as traditional classroom work).
- Dimension Three - Evaluating sources and using evidence
 - Will often be done in conjunction with dimension 2
 - Students need to learn to identify both reliable resources and faulty resources.
 - This is the vital step to help students be able to support and defend their culminating responses.
- Dimension Four - Communicating **conclusions**... and taking **informed action**.
 - This would be the meaningful end of the lesson, unit
 - There is a wide range of both formal and informal assessment possibilities.

If we want knowledge, understanding and engagement there needs to be student interest!

If you want students to be interested, there needs to be student curiosity.

Students like to learn (they do not necessarily like to do work), so we need to tap into this.

This leads to the phrase "Inquiry Arc"

Rainbow Inquiry Arc



- Unifying themes - Broad themes that we can count on - Rebellion, Freedom, et cetera.
- Common Core Literacy Skills and Social Studies Practices - ELA type teaching. National program.
- Key Ideas and Conceptual understanding - Skill vague on this. Still room for some local choice and control of the content. New York State Curriculum.

Key Components

- Grade level Key ideas, conceptual understandings, and content specifications
- K-12 Social Studies practices
- K-12 Common Core Literacy Skills
- K-12 Unifying themes
- Inquiry Arc

Concern about teaching literacy

- We need to teach kids how to read historically. Good writing in ELA is NOT good writing in social studies. Good writing in ELA is creative, but good writing in social studies is factual and builds in ladder form because of these three events, this resulted.

Part 4: In Practice**Typical Odell Text Set**

- Text 1 - 3-4 photographs - showing images to get kids interested and asking questions. Show kids an image and create two questions. Brainstorm as a group on board. Have kids add questions as they go. Then add a related photo. Ask more questions.
- Text 2 - Primary Source, First person account
- Text 3 - General Treatment
- Text 4 - Student explore independently, multimedia/website
- Text 5 - Editorials, Letters, First person accounts that offer a different perspective

Another Idea:

- Begin each class with a picture and have the kids asks questions to get the interest up.
- Movie trailers - designed to engage people. Use them.